DOCUMENT RESUME

ED 445 017 TM 031 554

TITLE	Reporting on Learning: Washington's School Improvement Strategy.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	2000-00-00
NOTE	14p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Educational Improvement; Elementary Secondary Education; State Programs; Test Interpretation; *Test Results; Testing Programs
IDENTIFIERS	*Washington

ABSTRACT

This reference guide is designed to give educators and other interested persons a better understanding of the information contained in the score reports from the Washington Assessment of Student Learning, the key measuring stick of the state's school improvement strategy. To do this, the guide is organized around the four basic form types used in reporting test results: (1) the individual student (parent version) report; (2) student performance and achievement profiles (by class and school); (3) summary of student performance (by school, district, and state); and (4) summary of achievement profile (by school, district, and state). Important components are explained in keys accompanying each report type. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 445 017

Washington's School Improvement Strategy

Reporting on Learning

B.J. Patterson

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

About This Guide

This reference guide is designed to give educators and other interested persons a better understanding of the information contained in the score reports from the Washington Assessment of Student Learning, the key measuring stick for the state's school improvement strategy.

To do this, the guide is organized around the four basic form types used in reporting test results. Important components are explained in keys accompanying each report type.

Dr. Terry Bergeson
State Superintendent of
Public Instruction

TM031554

BEST COPY AVAILABLE

Assessment Basics

Score Report Types

As part of the Washington Assessment of Student Learning, performance reports are generated for the state, school districts, school buildings, classrooms, and individual students. These reports provide important information regarding student performance on the state-level assessment given in Grades 4, 7 and 10. Following are descriptions of each of the four types of reports:

Report type 1... Individual student (parent) report: Student scores are provided in each content area relative to the state's performance standards. An achievement profile provides more detailed information about where students may need additional help in reading, writing, and mathematics.

Report type 2... Student performance and achievement profiles (by class and school): These reports provide an alphabetical listing of student scores for a class or a school. Scores are listed for each content area relative to the state's performance standards. Summary data regarding the number of students tested and the number of students in each performance level are also provided.

Report type 3... Summary of student performance (by school, district, and state): These reports provide information about the average school, district, or state scores as well as numbers and percentages of students in each performance level.

Report type 4... Summary of achievement profile (by school, district, and state): These reports show percentages of students in schools, districts, or the state whose achievement in the subcontent areas is either below or similar to the performance expected of students who meet the standard.

Performance Levels

The Washington Assessment of Student Learning reports a student's scores in four performance levels for Reading and Mathematics. Definitions of these levels are given below. For Listening and Writing, there are only two performance levels: "Meets Standard" or "Does Not Meet Standard."

Level 4... Above Standard: This level represents superior performance, notably above that required for meeting the standard.

Level 3... Meets Standard: This level represents solid academic performance. Students reaching this level have demonstrated proficiency over challenging content, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate for the content and grade level.

Level 2... Below Standard: This level denotes partial accomplishment of the knowledge and skills that are fundamental for meeting the standard.

Level 1... Below Standard: This level denotes little or no demonstration of the prerequisite knowledge and skills that are fundamental for meeting the standard.

Note: Standards were set on the total tests for each of the four content areas. Standards were not set for any of the subcontent areas.

Development Schedule

The development schedule for the tests in reading, writing, listening, and mathematics began with a pilot of the assessments for Grade 4 in the spring of 1996 and operational assessments in the spring of 1997.

Grade 7 piloting occurred in the spring of 1997 and operational forms were available in the spring of 1998. Grade 10 development began with a limited pilot in the spring of 1997. A more extensive pilot took place in the spring of 1998, and operational assessments were given in the spring of 1999. Pilot tests for Grades 8 and 10 science were conducted in the spring of 1999. Operational tests in Science will be administered in the spring of 2000. Tests in social studies, arts, and health and fitness will be developed beginning in the 2000—2001 school year.

Key: 1

Individual student (parent) report

1. Teacher: The student's teacher at the time of testing.

2. Standard: The scale score of 400 and the dotted line on the graphic represent the level of performance necessary to meet the standard in each content area. The shaded area represents one standard error of measurement for a scale score of 400. Scores located outside the gray area are statistically different from a score of 400.

3. Score: The student's scores on the assessments are reported on a scale from 150 to 600, with a score of 400 or higher indicating that the student has met the standard.

4. Content areas: Students are assessed in four content areas: Reading, Writing, Listening and Mathematics. The assessments in these content areas are based on the state's Essential Academic Learning Requirements.

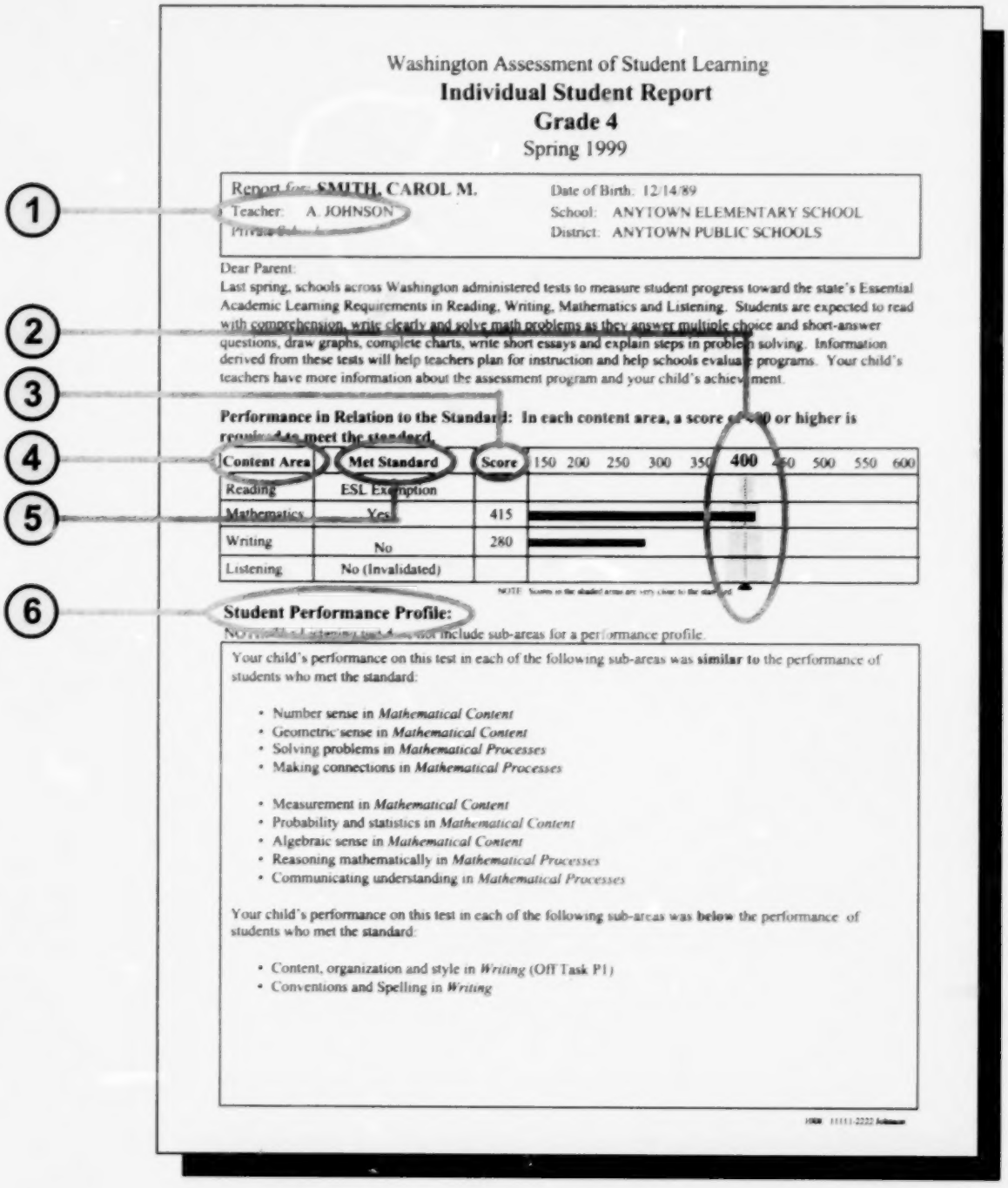
5. Met Standard: The student's performance on the assessment is reported as "Yes" (Met Standard) or "No" (Did Not Meet Standard) relative to the state's Essential Academic Learning Requirements. If a student did not receive a score in a content area, an explanation is provided in this column.

6. Student performance profile: The student performance profile contains statements that describe the student's performance in each subcontent area. Information contained in this profile will be helpful in planning instruction.

Note: Standards were set on the total tests for each of the four content areas. Standards were not set for any of the subcontent areas.

BEST COPY AVAILABLE

Individual student (parent) report



Washington Assessment of Student Learning

Individual Student Report

Grade 4

Spring 1999

Report for: **SMITH, CAROL M.** Date of Birth: 12/14/89

Teacher: A. JOHNSON School: ANYTOWN ELEMENTARY SCHOOL

District: ANYTOWN PUBLIC SCHOOLS

Dear Parent:

Last spring, schools across Washington administered tests to measure student progress toward the state's Essential Academic Learning Requirements in Reading, Writing, Mathematics and Listening. Students are expected to read with comprehension, write clearly and solve math problems as they answer multiple choice and short-answer questions, draw graphs, complete charts, write short essays and explain steps in problem solving. Information derived from these tests will help teachers plan for instruction and help schools evaluate programs. Your child's teachers have more information about the assessment program and your child's achievement.

Performance in Relation to the Standard: In each content area, a score of 400 or higher is required to meet the standard.

Content Area	Met Standard	Score	150 200 250 300 350 **400** 450 500 550 600
Reading	ESL Exemption		
Mathematics	Yes	415	
Writing	No	280	
Listening	No (Invalidated)		

NOTE: Scores in the shaded areas are very close to the standard.

Student Performance Profile:

NOTE: Listening tests do not include sub-areas for a performance profile.

Your child's performance on this test in each of the following sub-areas was **similar** to the performance of students who met the standard:

- Number sense in *Mathematical Content*
- Geometric sense in *Mathematical Content*
- Solving problems in *Mathematical Processes*
- Making connections in *Mathematical Processes*

- Measurement in *Mathematical Content*
- Probability and statistics in *Mathematical Content*
- Algebraic sense in *Mathematical Content*
- Reasoning mathematically in *Mathematical Processes*
- Communicating understanding in *Mathematical Processes*

Your child's performance on this test in each of the following sub-areas was **below** the performance of students who met the standard:

- Content, organization and style in *Writing* (Off Task P1)
- Conventions and Spelling in *Writing*

BEST COPY AVAILABLE

Key: 2

Student performance and achievement profiles (by class and school)

1. Student identification: The student identification column contains the student's name, ID and date of birth. Student ID numbers are optional for local district use. Some districts assign identification numbers to their students. For some students "(NO NAME)" may appear in this column. This indicates that the student's name could not be found or read on the test booklet.

2. Summary counts: This section appears on the last page of the Classroom and School Reports. The totals for the group (either class or school) include:

- # Students Tested is the actual number of test booklets completed for each content area.
- Meets Standard is the number of students in Levels 3 and 4 combined in Reading and Mathematics.
- Does Not Meet Standard is the number of students in Levels 1 and 2 combined in Reading and Mathematics.
- Off Task is the number of students who did not address the topic assigned on the writing test.
- Off Mode is the number of students who did not respond to the specified mode of writing (expository, narrative or persuasive) according to the directions given in the writing test.
- # Not Tested indicates the number of students enrolled for whom there was no scoreable test document.
- # Exempted indicates the number of students exempted from any of the test based on criteria.

In the columns under the subcontent areas a number preceding a "+" (for example 6+) indicates the total number of students who performed as well in the subcontent areas as students who met the standard. A number preceding a "-" (for example 21-) indicates the number of students who did not perform as well in the subcontent areas as students who met the standard.

The bottom section presents the total number of students scoring in each of the four performance levels for the Reading and Mathematics tests.

3. Performance levels: The Washington Assessment of Student Learning reports a student's scores in four performance levels for Reading and Mathematics: Level 1 (L1); Level 2 (L2); Level 3 (L3 or Standard); and Level 4 (L4). For Listening and Writing there are only two performance levels: "Meets Standard" or "Does Not Meet Standard."

4. +'s: Relative strengths in a subcontent area are indicated by a "+." This means that a student has performed as well in this subcontent area as students who met the standard.

5. –'s: Relative weaknesses in a subcontent area are indicated by a "-." This means that a student has not performed as well in this subcontent area as students who met the standard.

6. Scale scores: A student's performance on the Washington Assessment of Student Learning is reported as a scale score. These scores range from 150 to 600, with a score of 400 or higher indicating that the student has reached the standard. The score of 375 separates Level 1 from Level 2 for both Reading and Mathematics. Scores necessary for a student to reach Level 4 in Reading and Mathematics will vary by test.

7. Sub-content areas: With the exception of Listening, each content area is further divided into subcontent areas.

8. Content areas: The assessment is divided into two parts: Language Arts (Listening, Reading, and Writing) and Mathematics (Mathematical Content and Mathematical Processes). These content areas correspond to the Essential Academic Learning Requirements.

Note: Standards were set on the total tests for each of the four content areas. Standards were not set for any of the subcontent areas.

BEST COPY AVAILABLE

Washington Assessment of Student Learning

Page 1

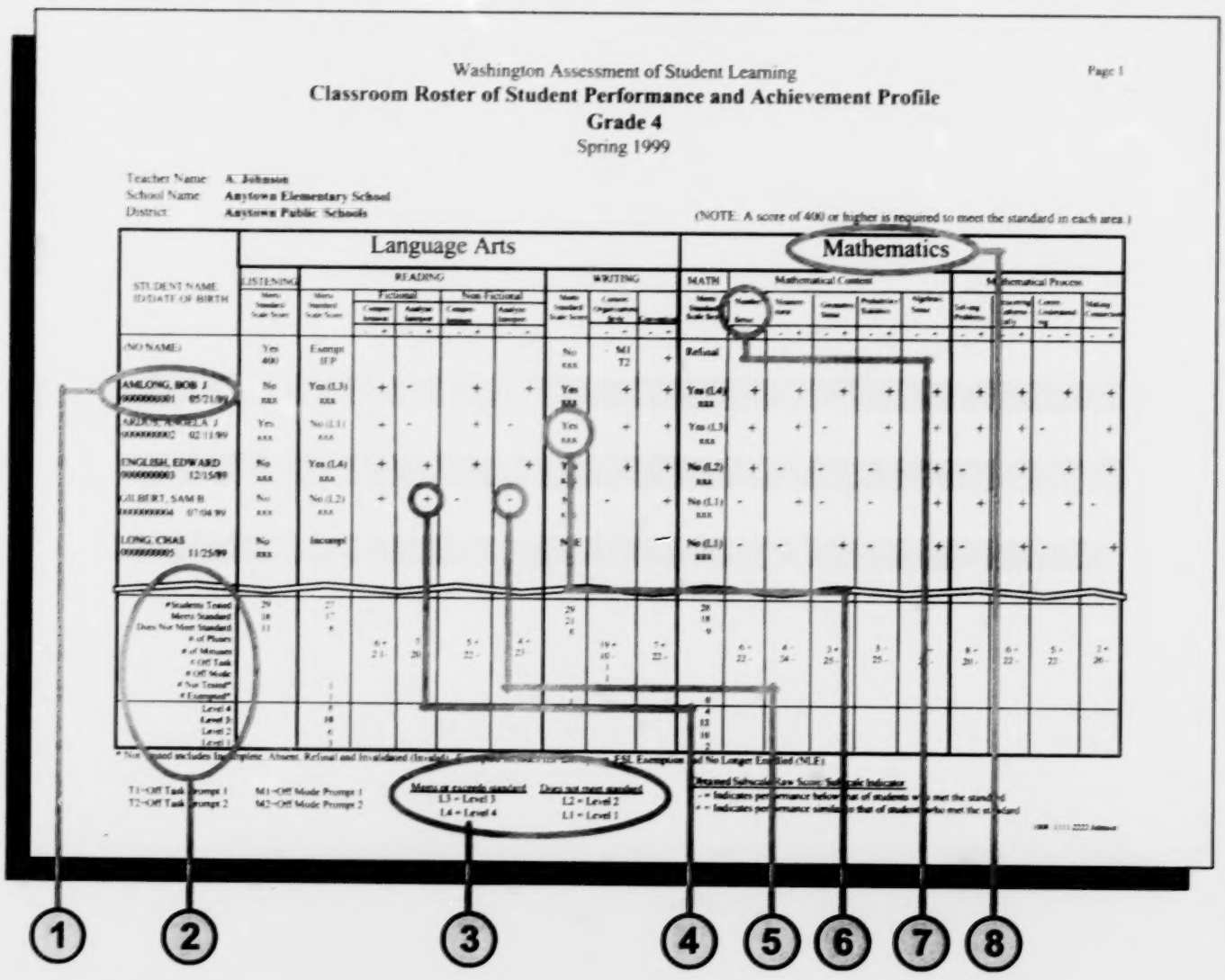
Classroom Roster of Student Performance and Achievement Profile

Grade 4

Spring 1999

Teacher Name: **A. Johnson**
School Name: **Anytown Elementary School**
District: **Anytown Public Schools**

(NOTE: A score of 400 or higher is required to meet the standard in each area.)



Student performance and achievement profiles (by class and school)

BEST COPY AVAILABLE

Key: 3

Summary of student performance (by school, district, and state)

1. Mean: These are the averages of the scale scores of the group (either school, district, or state depending upon the report) for each subject area.

SD: These are the standard deviations of the scale scores distribution for the group (either school, district, or state depending upon the report) for each subject area.

2. Enrollment: This number is the April enrollment reported by the district.

3. % Exempted: This is the percentage of students exempted from each of the tests based on state-approved criteria. The number exempted for each test is given in parentheses below the percents.

4. % Tested: This is the percentage of students in their grade at the school or district who took each of the tests. These percents are based on the enrollment less those exempted or no longer enrolled. The number of students tested is given in the parenthesis below the percentages.

5. % Not Tested: These are the percents of students in their grade at the school or district who did not take each of the content area tests. "Not tested" could mean that the student was absent when the test was given or did not attempt the test. These percents are calculated using the enrollment less those exempted or no longer enrolled. The number of students not tested is given in the parenthesis below the percentages.

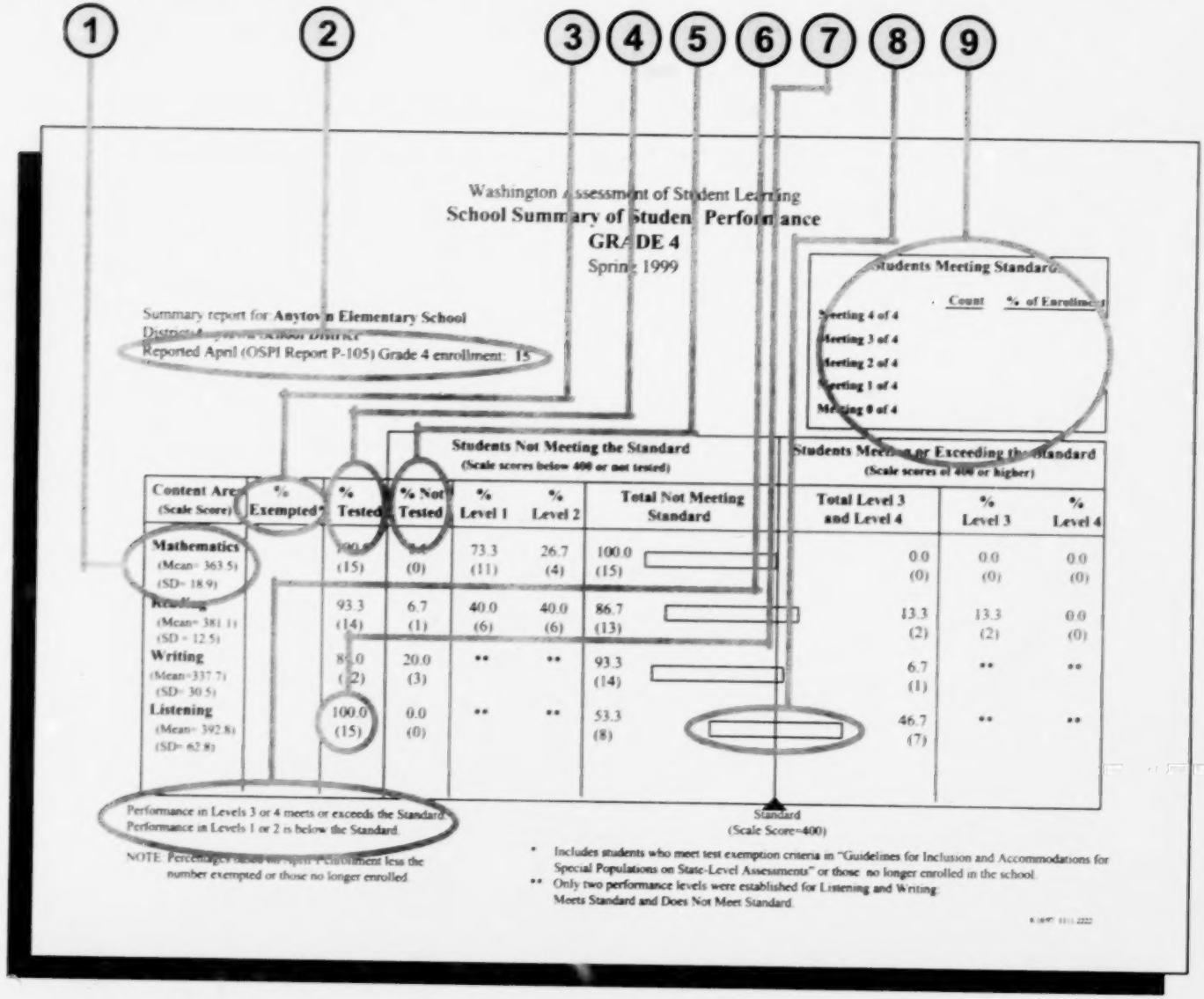
6. Performance levels: The Washington Assessment of Student Learning reports a student's scores in four performance levels for Reading and Mathematics: Level 1 (L1); Level 2 (L2); Level 3 (L3 or Standard); and Level 4 (L4). "Meets Standard" is the total of students in Levels 3 and 4 combined in Reading and Mathematics. "Does Not Meet Standard" is the total of student in Levels 1 and 2 combined in Reading and Mathematics. For Listening and Writing there are only two performance levels: "Meets Standard" or "Does Not Meet Standard."

7. Performance level percents (and numbers): These are the percents of students scoring in each performance level. These percents are based on the enrollment less those excluded or no longer enrolled. The numbers of students in each performance level are given in the parenthesis below the percentages.

8. Graph: The bars in the middle of the table provide a visual representation of the proportions of students who met the standard and who did not. The more of the bar appearing to the right of the vertical line, the larger the number of students who met or exceeded the standard. The more of the bar appearing to the left of the line, the larger the number of students who were below the standard.

9. Students Meeting Standards: These are the numbers and percentages of students meeting the standards in 1, 2, 3, or all 4 of the content area tests.

BEST COPY AVAILABLE



Group summary of student performance (by school, district, and state)

BEST COPY AVAILABLE

Key: 4

Summary of achievement profile (by school, district, and state)

1. Number tested: This is the number of scoreable test booklets for each content area.

2. Subcontent areas: Each of the content areas other than Listening is further divided into subcontent areas.

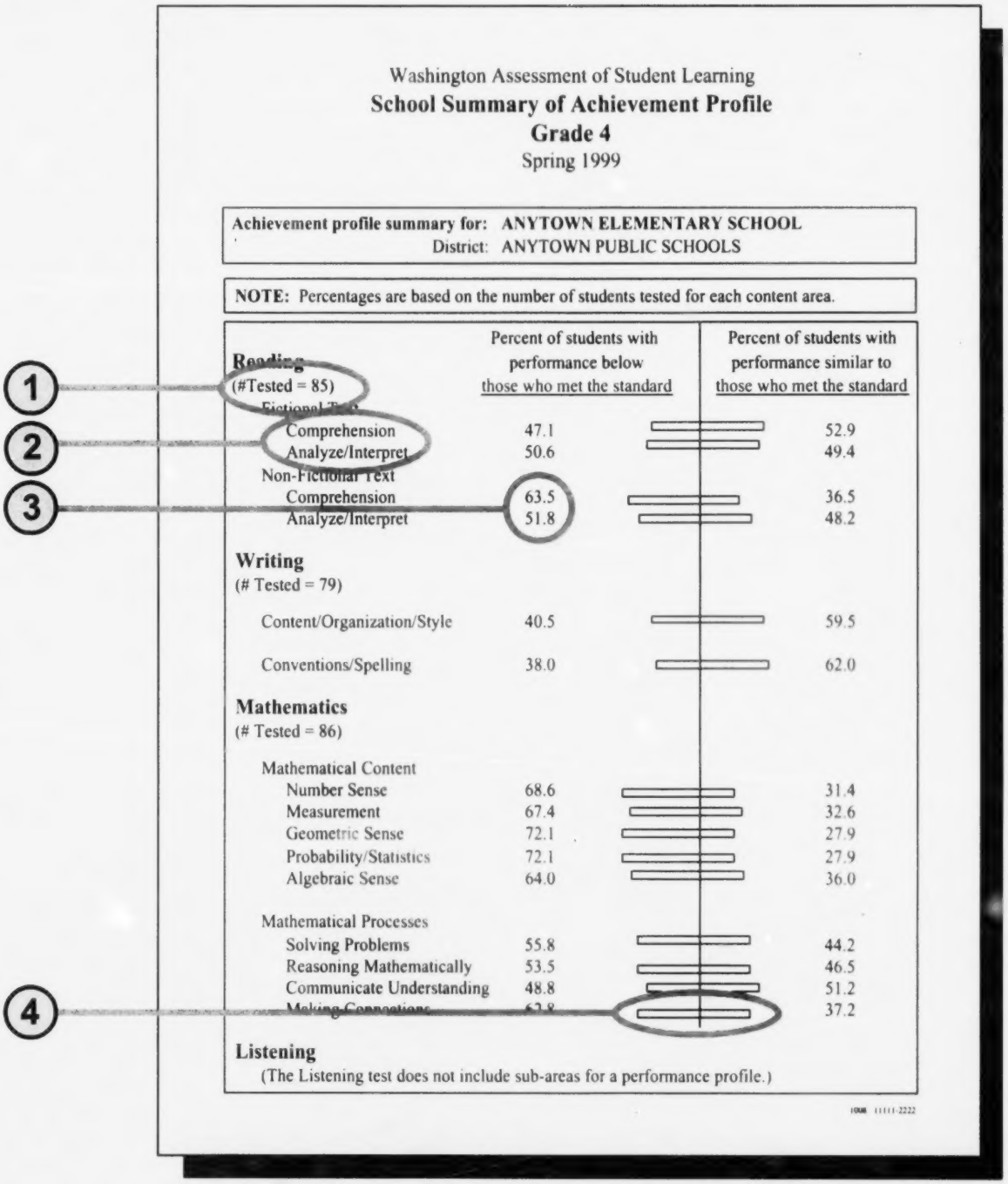
3. Percentages: These are percents of students who performed as well in this subcontent area as students who met at the standard. These percents are a summary of the data in the School Roster Reports and are calculated using the number tested rather than the number enrolled.

4. Graph: The bars in the middle of the table represent all the students tested for the specific subcontent area. The portion of the bar to the right of the vertical line represents the proportion of students tested who performed as well in that subcontent area as students who met the standard. The portion of the bar to the left of the vertical line represents the proportion of students tested who did not perform as well as students who met the standard.

Note: Standards were set on the total tests for each of the four content areas. Standards were not set for any of the subcontent areas.

BEST COPY AVAILABLE

Group summary of achievement profile (by school, district, and state)



Washington Assessment of Student Learning

School Summary of Achievement Profile

Grade 4

Spring 1999

Achievement profile summary for: ANYTOWN ELEMENTARY SCHOOL
District: ANYTOWN PUBLIC SCHOOLS

NOTE: Percentages are based on the number of students tested for each content area.

	Percent of students with performance below those who met the standard	Percent of students with performance similar to those who met the standard
Reading (#Tested = 85)		
Fictional Text		
Comprehension	47.1	52.9
Analyze/Interpret	50.6	49.4
Non-Fictional Text		
Comprehension	63.5	36.5
Analyze/Interpret	51.8	48.2
Writing (# Tested = 79)		
Content/Organization/Style	40.5	59.5
Conventions/Spelling	38.0	62.0
Mathematics (# Tested = 86)		
Mathematical Content		
Number Sense	68.6	31.4
Measurement	67.4	32.6
Geometric Sense	72.1	27.9
Probability/Statistics	72.1	27.9
Algebraic Sense	64.0	36.0
Mathematical Processes		
Solving Problems	55.8	44.2
Reasoning Mathematically	53.5	46.5
Communicate Understanding	48.8	51.2
Making Connections	62.8	37.2
Listening (The Listening test does not include sub-areas for a performance profile.)		

1
2
3
4

BEST COPY AVAILABLE